

Training of Training Officers

A Pattern for the Future

I. INTRODUCTION

1. The Committee on the Training of Training Officers issued its first report (Introductory Courses for the Training of Training Officers) in May 1966.* In presenting it the Chairman said that the proposed Introductory Course was essentially of an interim nature, designed to meet the immediate need arising from the impact on industry of the Industrial Training Act, 1964.

2. In the present report the Committee makes a more detailed study of training needs in the longer term, under the following headings :—

The Training Function (paras. 3–22).

The Work of Training Officers (paras. 23–29).

Sources of Recruitment (paras. 30–33).

The Selection of Training Officers (paras. 34–38).

The Training of Training Officers (paras. 39–57).

The Establishment of Standards (paras. 58–61).

Approval of Courses (paras. 62–63).

II. THE TRAINING FUNCTION

General

3. The following discussion of the training function embraces the full range of work that may be involved and is not meant to reflect the position in any particular company or the role of any particular training officer. Indeed some of the activities described as part of the training process could perhaps equally be considered as falling within some other function: selection for example, is often regarded as part of the personnel function. It seems desirable, however, for the present purpose to take a broad view of training and to include all those activities which contribute effectively to it.

* Published by HMSO price 1s. 6d.

4. The training function may be regarded as a four-step process, namely :

- the identification of needs,
- the formulation of policy,
- the implementation of policy and
- the assessment of effectiveness.

The Identification of Training Needs

5. The first step in determining training policy is the identification of the company's need for trained manpower, both present and future. The basic questions to be asked are :—

- what sort of jobs are to be done?
- how many people will be needed to do them?

To answer these questions management needs to be able to say how it expects the company to develop in the short to medium term, taking account of existing trends and the effect on the work force of the company of such factors as technological advance, future investment in plant, market expansion and the rate of labour turnover.

6. When an estimate has been made of the jobs needing to be done to satisfy both the present and foreseeable objectives of the company, the skills required in the main occupational categories need to be recognised. The requirements of individual jobs will need to be kept under review so that training can be adapted to the needs of the company as they emerge, since changes in the work process often call for skills that differ from those originally envisaged.

7. After estimating the likely demand for trained manpower, both present and future, an assessment of the available supply must be made, relating it to the local and—in the case of some occupations—the national employment situation. Many requirements may be met by re-organising the existing work force within the company, but whether recruitment is internal or external the training or re-training necessary must be defined and assessed.

The Formulation of Training Policy

8. It is against this background of the amount and type of manpower required and available that recruitment and training policies are formulated; recruitment, selection, training and re-training are all part of the process of matching as closely as possible the manpower available and the present and future needs

of the company. Where a company has a number of competing training needs the priorities between them will need to be clearly established.

9. In the larger companies, which have relatively complex and extensive training programmes, it is particularly important for the training specialists and the accounting departments to work closely together on the costing of training programmes.

10. The ultimate responsibility for training policy and the provision and allocation of adequate resources rests with top management but at the policy-forming stage they will draw on the advice of a training specialist, who acts, as it were, as a consultant to his own management and board. At the next stage, policy has to be translated into action and becomes a matter of administration.

The Implementation of Training Policy

11. *General.* Achieving the objectives in the form in which they are finally approved involves planning, organising and implementing appropriate training programmes. Top management will have to decide which of the tasks involved will be allocated, in whole or in part, to training staff and which to other managers.

12. *Planning.* The design of a training programme will be preceded by an analysis of the training required and the techniques for providing it. Successful training calls for the ability to select and combine effectively the instructional techniques and training methods appropriate to the development of the requisite skills. These techniques and methods might include practical exercises, lectures, demonstrations, group discussions and the use of programmed instruction with or without teaching machines, and other auto-instructional devices and simulators. Consideration has to be given to where training can most effectively, profitably and conveniently be carried out and to the contribution that can be made by external courses and the training that should be provided within the company.

13. Further education* is an important part of the process and should be integrated into the training programme so as to meet the needs of the company as a whole and of the individuals concerned in the most effective way. The direct involvement of the firm and its resources in the work of local colleges and other appropriate educational bodies must be to the advantage both of education and industry. Training staff clearly have an important role in establishing and maintaining this co-operation.

* See Memoranda 1 and 4 of the Central Training Council.

14. *Organising and Implementing.* The level, type and quality of training staff needed must be assessed and borne in mind in the recruitment and allocation of staff. Instructors must be carefully selected and given training inside or outside the company or perhaps by a combination of both. Technical supervision of instruction must be provided and instructors and trainees kept up to date in training techniques and job knowledge. Where appropriate training manuals are not available they will need to be prepared. These manuals will serve both as works of reference for the instructors and as a record of the training necessary for particular jobs. The training specialist should himself take an active part, especially in training the higher grades of staff, but his role will vary with the size and organisation of the company.

15. It is essential to ensure that training schemes, once established, continue to run effectively; they must therefore be kept under review.

The Assessment of Training Effectiveness

16. After a training programme has been devised and implemented, some test of its effectiveness will be needed, so as to decide

- whether the training needs were correctly identified;

- whether the training programmes met those needs;

- whether the results obtained were commensurate with the cost;
and

- whether the same results could have been achieved more economically.

For this purpose a system of training records is needed to provide both the personal records relating to the progress and potential of the people being trained and the data on which the effect of the programme as a whole can be judged. Measurement of progress should as far as possible be based on objective criteria, using for example attainment tests or similar measures, as appropriate to the various levels of training. Performance on further education courses should be taken into account where it is relevant. Instructors' reports and appraisals should usually be based on objective judgements; but subjective assessments including, for example, the opinion of the employing supervisor or manager on the quality of work done after formal training, will also be needed and should be called for. Where practicable the application of simple statistical techniques and the use of control groups can help in measuring the improvement that has taken place.

If the training has succeeded in its objectives, it will be possible to judge whether the objectives were sound by comparing the new job performance against the assessed need. Since the aim of training is improved performance on the job, measures of performance must be made not only at the conclusion of the training programme but also at later stages.

17. Some assessment of the cost effectiveness of training should always be attempted so that a judgment may be formed of its economic justification. This should be done in collaboration with the company's accountants, who should know enough about training to help to work out means of comparing the cost of training and its effectiveness. Assessing the cost of training off the job, whether it is carried out within the company or externally, is not difficult; indeed, with most industrial training boards it will be such training which is most likely to be recognised for grants. On-the-job training costs are not so easily identified but if the true costs of training are to be assessed, the attempt must be made.

18. Assessing the cost effectiveness of training is quite practicable in cases where specific skills or techniques have been taught and are immediately put to use. Where the training is more a matter of education or general development, for example induction courses, planned job-rotation for managers or management development courses, it will be more difficult. An indication of the value of training at all levels can be found in such factors as the ability to meet more exacting schedules and targets, improvements in labour turnover, reduced stock levels, improvements in the quality and quantity of production or service, a lower rate of rectification of faults, reduced scrap and improved safety. These measures of efficiency will of course also apply to skill training. Valuations thus made may then be set against the cost of training, assessed by cost analysis techniques. There are some forms of training (for example accident prevention) which are required on both human and economic grounds, but they should still be subject to analysis to establish the cost.

Training as a Function of Management

19. The ultimate responsibility for training rests with general management but the kind of activity described so far indicates that a specialist training officer (or department in larger organisations) will usually be needed to administer it. The next section deals with the levels at which the training function may be exercised; but consideration is given here first to the way in which it relates to other functions.

20. Management must be closely and continuously involved in the whole training process. The training officer, as a member of the management team, should have access to all the information he needs on company short and long term plans and objectives and must have the co-operation of his colleagues in the various departments with whom he comes into contact.

21. Which training activities should be carried out by the training officer and which by other managers depends on the organisation of the particular company. In general, however, as with any other specialised function, the training officer contributes his specialist skills while management generally creates the environment in which training can be most effective—approving and securing general acceptance of objectives, making available the necessary resources and ensuring that policies formulated are put into effect.

22. It is clear that training is closely related to other aspects of personnel management. In some companies the training staff are part of the personnel department but where training is organised separately there is a need for the closest co-operation with that department and indeed with all departments concerned with the effective utilisation of manpower.

III. THE WORK OF TRAINING OFFICERS*

23. The people directly concerned with training in industry and commerce include instructors, training supervisors, training officers and the senior staff who may be termed chief training officers or training managers or directors. This report, however, is concerned with the various levels of training officers and does not deal with instructors or supervisors. Although some training officers may have progressed from the position of instructor there is a clear distinction between the two roles. The training officer's main responsibilities (as described in paras. 5-18) are the identification of training needs, the formulation and implementation of training policy and the assessment of its effectiveness; it is to meet these responsibilities that his selection and training must primarily be directed.

24. There are many small companies in which the employment of a full-time training officer is not justifiable. Groups of smaller companies might join together to appoint a *Group Training Officer*. In any case a senior member of management should

* References in this report to training officers apply equally to male and female training officers.

be given responsibility for training in each company and it would help to equip him for this work if he attended an introductory course on the lines recommended by the Committee in its first report (see para. 1 above).

25. Larger companies may well need an all-purpose or general *Training Officer* skilled in all aspects of the training function. As their size increases they may in addition have *Assistant* or *Junior Training Officers* with responsibility for particular aspects of training, such as commercial or craft apprentice training.

26. In very large organisations the training department will often be headed by a *Chief Training Officer*. His main responsibility after working on the formulation of policy will lie in co-ordinating the activities of his department. He is likely to be supported by a number of *Training Officers*, responsible for both specific and general training activities. He will require considerable knowledge and experience of training, although at his level general managerial skills will be equally important.

27. Beyond the level of the individual company there is the *Training Development Officer* employed by a trade association. He is concerned with overall training needs of the industry but must also be able to offer practical guidance and help to firms.

28. Finally, the Industrial Training Boards will employ staffs of training officers and *Training Advisers* some of whom will be called upon to help in the formulation of training policy for their industry. Others will give guidance and assistance to companies in carrying out that policy, as well as inspecting companies' training arrangements under the grant schemes of their Board. These training staffs will include a variety of training specialists as well as all-round training officers and advisers.

29. Two other categories should be mentioned. These are the training advisers employed by consultants and the teachers in universities, technical colleges and elsewhere whose work requires some knowledge of the training function: they should all have had experience in industry or commerce and if some of the experience has been in a training section or department, so much the better.

IV. SOURCES OF RECRUITMENT

General

30. In recruiting training officers, one factor that stands out is that both now and in the foreseeable future the number of people with suitable training and experience available to fill training positions

will fall short of the number required. The Training Boards have a part to play in increasing the supply, not only by encouraging companies to make appointments but also by training their own specialist staffs, some of whom may later move to join a company. This section considers various sources within industry and commerce and elsewhere that might provide men and women who, with the right training and experience, will be capable of developing relatively quickly into effective training officers.

From within Industry or Commerce

31. Many training officers practising today have been promoted from the shop floor or the office desk through the training organisations of their firms. This will continue to be a valuable source of supply but in future training officers will also come from occupations other than training, e.g. from line management and supervision, from departments concerned with manpower resources such as personnel management and work study, and from sales. Some will enter at junior levels; others, particularly graduates, will come in at higher levels, as part of their planned experience under management development schemes. All these people will need training. For some, work in training will be a lifelong career; for others experience in training can provide useful knowledge of the working both of the company as a whole and of its individual departments. This knowledge may be particularly valuable to those who subsequently rise to more senior management positions.

From outside Industry or Commerce

32. If training is to develop as it should, it must take its share of the country's talent. It must therefore look to the universities and colleges for graduates and others with equivalent qualifications. These new entrants need training schemes devised to meet their particular requirements. Such entrants might often expect to progress to senior posts in training, or to other departments concerned with the effective use of manpower, or indeed to general management.

33. Other outside sources include people in related professions, such as teachers and social workers, and public servants with the relevant qualities. Many technical college teachers, for example, have had industrial experience and might be interested in returning to industry; many former members of the armed forces will have had experience of training and be able to make a useful contribution in industry.

V. THE SELECTION OF TRAINING OFFICERS

34. In selecting a training officer, the employer will look for many of the characteristics which are found in effective managers. Important among these characteristics are a lively and creative mind receptive to new ideas, a faculty for clear expression in speech and writing and the ability to motivate colleagues at all levels to co-operate in training.

35. The employer must base his job specification on detailed consideration of the areas of training with which the training officer will be chiefly concerned, the organisation of training, the officer's relationships with colleagues and the key tasks he will be required to perform. On the basis of this job specification, a personnel specification can be drawn up, setting out the characteristics required of the training officer.

36. Many organisations may already base their personnel specifications on well-known schemes such as the Seven Point Plan (published by the National Institute of Industrial Psychology). The main headings of the Plan are given in Annex 4 and are used to suggest the essential and desirable characteristics of a potential training officer in a company which does not employ a more senior training specialist. Where there is one, recent relevant experience is less important than potential. As with any managerial job, the more senior the level of the post the greater the emphasis on social skills, intellectual ability and administrative and organisational experience.

37. Much of the information required for selection can be obtained from well designed application forms, which can then be used for initial screening. Good selection procedures, as for any managerial appointment, are of first importance, because although it is not possible to ensure that the best selection is always made, making a bad choice wastes time and is often expensive. Where there are suitable candidates from within the firm the problem is easier—particularly if good personal records are maintained and regular appraisals have been made. If however the candidates come from outside the firm it would be as well (unless the necessary expertise in selection is available within the company) to seek help from organisations such as the National Institute of Industrial Psychology or from one of the many consultancy firms which specialise in this field.

38. In selecting a man to be responsible for carrying out the training function within a company, it should be clearly recognised that he needs to be of managerial calibre.

VI. THE TRAINING OF THE TRAINING OFFICER

General

39. The job specification needs to be prepared before the training officer is selected. In order to determine the training needed by the new entrant, his qualifications and experience must be assessed and compared with this specification. The comparison will indicate the training and further experience still required. Because of the large variety of roles and levels at which the training function is exercised and the wide field for recruitment, individual training needs will differ greatly.

40. In designing training programmes there are two elements to be taken into account:

in-company training: induction to and planned and guided experience on the job; organised off-the-job training, including project work; personal tutoring and formal courses;

external courses: complementary to in-company training, to provide basic knowledge, techniques and skill.

Whilst this section is primarily concerned with the training of the new entrant, it must not be forgotten that training is a continuing process; what is done must be re-inforced by regular review in the light of the changing needs both of the company and of the individual.

In-company Training

41. A new entrant will need some induction training, which might usefully cover the company's activities, products and organisation, before undertaking any formal training. In addition those with little or no previous industrial experience will need training in general aspects of management.

42. In-company training is essential because many of the skills a successful training officer needs can only be developed through practical experience. In some companies, particularly those with a training department, the immediate superior of the training officer will have the necessary experience to plan and guide this development. As the first Report* of the Management Training and Development Committee says, there is no real substitute for the skill of managers in training their subordinates. However, where the necessary specialist training experience is not available, companies should seek the assistance of Training Boards in planning a suitable programme.

* "An Approach to the Training and Development of Managers", HMSO 1s. 6d.

43. Practical experience is an essential part of the early career of a training officer. Part of this may be given in the form of projects, which require careful planning. They should be directly relevant to the objectives and the needs of the trainee, designed to set specific tasks with defined aims and related to real problems which the company wishes to see solved. The projects should be evaluated on completion.

44. Where new skills and techniques have been taught they need to be practised and exercised soon after they have been learnt. It is therefore sometimes more appropriate to arrange for the trainee to have practical experience of applying them on the job rather than by taking part in a set project. In either case he should be closely supervised and guided. There must be good preliminary briefing; frequent reports should be required from those under training and should be fully discussed, so that the maximum benefit can be obtained.

45. The numbers involved will not often justify mounting formal courses off the job except in the larger firms where they may have a role to play, particularly in bringing training staff up-to-date in new skills or techniques, or in putting over information essential to company training policy.

Existing Provision of External Courses

46. The purpose of the external course in the training of the training officer is to equip him with essential information and knowledge of basic principles and techniques. Existing external courses come within three main categories :—

- (a) *introductory courses*, modelled on the Committee's first report and provided largely in technical colleges. These courses last a minimum of six weeks consisting of at least four weeks in college and two weeks of supervised project work in industry. They are designed to give an insight into the basic elements of the training function: in the time available the treatment, of necessity, tends to be in breadth rather than in depth. Details of current courses are in Annex 1;
- (b) *postgraduate courses*, which are already being developed by some universities and colleges. These courses vary in length from one to two academic years, covering subjects relevant to the general field of industrial education and training, and usually leading to a higher degree or postgraduate diploma; and

- (c) *specialised courses*, varying in length from a day or two to a few weeks and offered by a number of independent establishments, training associations and consultants as well as by some educational establishments. When offered by technical colleges, they may be taken end-on to an introductory course or separately at a later stage. They take two main forms: those relating to specific techniques or other aspects of the general training function (e.g., programmed instruction and validation of training), and those relating to training for broad occupations and activities (e.g., management training and development, and training for sales and marketing).

Future Provision for External Courses

47. *General.* These three categories of external courses appear to form a sound basis for a long-term pattern of external training facilities, but in each case some further development may be required if the different needs of recruits from the sources discussed in paragraphs 30 to 33 are to be met adequately. Mention should also be made of the possible contribution in the long run of courses leading to first degrees awarded by universities and the Council for National Academic Awards. At present a number of universities and colleges offer courses e.g., in engineering production, economics, personnel administration, applied psychology, which include the study of industrial training, or provide for it as an optional subject.

48. The area of study to be covered in a first degree course of relevance to industrial training would be much the same as that outlined in Annex 2. The theoretical work would need to be augmented by practical experience on the job and this suggests that the course would be particularly effective in sandwich form. With careful selection and properly planned and guided experience, graduates qualified on such courses could make a most useful contribution to industrial training. Initially the demand is unlikely to be great but the Committee hopes that one or two universities or colleges will consider mounting courses on an experimental basis.

49. *Introductory Courses.* The introductory course, although originally designed as an interim measure to meet the need for a rapid expansion of the existing body of training officers, will certainly be needed for some time to come. It does not however purport to produce a qualified training officer, and needs to be followed by suitable in-company training and guided practical

experience, plus specialised courses as subsequently identified. In fact, a training progression of this kind would be very suitable for many of those who come into training after experience of industry in other functions. It would be equally suitable for more mature entrants to industry, e.g. from the Services, who intend to make their career in training. The introductory course will continue to be a valuable form of preparation also for those with previous experience of industry who are undertaking the training function for a limited period only, as is the practice within a number of companies.

50. Some idea of the growth of demand for these courses can be seen from the following figures :—

<i>Academic Year</i>	<i>1964-65</i>	<i>1965-66</i>	<i>1966-67</i>
Number of Universities/Colleges providing courses	4	20	29
Number of courses provided	6	31	61
Students completing courses	76	367	810

Quite wide variations in the standard of courses have been noticed but a progressive improvement should be possible now that impressions and assessments of former students (and by the firms sponsoring them) are being fed back to the colleges and universities. Some of the Training Boards have been working closely with colleges both for the training of their own training advisers and also in order to help with the preparation of courses slanted to the needs of training officers in their own industries.

51. It is too early as yet to attempt any detailed assessment of the courses, but it is already apparent that the time available on the basic course—120 hours in college—is barely sufficient for reasonable coverage of the recommended areas of study, particularly in the case of non-residential courses. A number of colleges have already extended the length of their courses while others are adopting the practice of adding a few extra periods to the basic course in order to deal with certain aspects of the syllabus in greater depth. Course tutors in general find that they need more time to cover the ground properly and the Committee hopes that the Training Boards will encourage the support of longer courses. It is also important to give course tutors the opportunity to develop their own knowledge and keep up-to-date in this rapidly developing field.

52. Experience so far suggests that moves to raise the standard of introductory courses will only be effective if the colleges are enabled to be more selective in their choice of students. It has

to be recognised that this will only be possible if industry is prepared to send trainees of good quality in sufficient numbers to make proper selection possible.

53. *Postgraduate Courses.* The need for further development in the range of external courses seems to be most urgent in the postgraduate field if training is to attract a reasonable share of the good graduates now coming from the universities and colleges in increasing numbers. Some who would not otherwise think of training as a career might be prompted to do so by the intellectual stimulus and challenge of a good postgraduate course. Two desirable lines of development are foreseen.

54. First there should be postgraduate courses, lasting an academic year (or longer if need be) and with a degree requirement for entry, incorporating project periods and covering subjects relevant to the training function. Such courses would deal in depth with a selection from the areas of study in Annex 2 and would as a rule lead to a higher degree. They would normally be taken by young graduates who had entered employment with a company—or a Training Board—which was prepared to release them for such a period of study after an initial period of experience, though they might also be taken immediately following a first degree course. As indicated in paragraph 46(b), there have already been moves in the direction of providing courses broadly fitting this description at some universities and colleges, and it might be that the courses already available or contemplated would be sufficient to meet the demand likely to arise over the next few years. In any event, any other educational institutions intending to offer such courses would no doubt make sure well beforehand that there was likely to be a sufficient demand. It would be essential for the universities and colleges running these courses to establish liaison with a wide range of "host" organisations for project work; without that there would be a danger of the course being unduly theoretical and remote from industrial reality.

55. Secondly, there should be a number of shorter postgraduate courses for those who hold degrees or equivalent qualifications and who have already had practical experience of industry before being selected for work in the training field. These courses may also be appropriate for those who, whilst not holding such qualifications, are considered suitable by virtue of their intellectual capacity and high standard of achievement in other fields. Here again, the courses would cover some of the ground in Annex 2, preferably partly in college and partly in industry. The optimum length of course would have to be the subject of experiment, but

the periods in the educational establishment would probably total not less than three months. The addition at suitable points, of periods of high quality project work might bring the length of the whole course up to six months. Courses of this kind should lead to a nationally recognised qualification (see paragraphs 58-61 below).

56. Specialised Courses. Whatever the nature of their first or main external course, the great majority of training officers will need instruction to develop expertise in particular fields of training. Few courses of this nature are on offer at present and the Committee believes that this is a most urgent area for development. Courses are needed which cover specific aspects of the training function in depth and which equip the training officer to deal with the practical problems with which he is faced in his company. Some examples are listed in Annex 3: subjects such as skills analysis, management training, training of professional staff, and accident prevention are worthy of particular attention and there is an urgent requirement in industry for training officers with skill in these fields. Colleges and Training Boards should pay particular attention to assessing the need for such courses and play their part in providing them and encouraging companies to make use of them.

57. Appreciation Courses. In concluding this section on the training of the training officer it is recommended that short appreciation courses should be provided for senior managers. It is very important that such men should have a thorough understanding of the training function and be informed about current practices and thinking and aware of their responsibilities in the field of training. Such courses might be provided by the Training Boards, colleges and other organisations.

VII. THE ESTABLISHMENT OF STANDARDS

58. It is important that recognised and accepted standards for training officer courses should be established in all cases where it is possible to do so. Such standards are necessary to help the training officer and his employer to make an objective measurement of his attainments in preparing for his job, and to encourage the development of common standards between the different institutions providing the courses. They will also contribute to the effective assessment of the value of courses and help to establish industrial training as a worthwhile area of study in its own right.

59. This does not mean that training officer courses of all kinds should necessarily lead to terminal examinations and the award of formal qualifications. For example, the framework provided in the Committee's first report for the short introductory courses should make it possible for the colleges and the "approving" Departments to work towards a common standard for this kind of course.

60. The postgraduate courses discussed in paragraphs 54 and 55 should, however, lead to nationally recognised qualifications. It is recommended that the longer postgraduate courses (paragraph 54) should normally lead to a higher degree in aspects of the management of human resources, including training.

61. The shorter postgraduate courses recommended in paragraph 55 should also lead to a formal qualification, if possible a postgraduate certificate or diploma such as are already commonly awarded in universities. Some (and perhaps most) of these courses will be offered by polytechnics and other leading technical colleges with experience of training and management courses and a long tradition of close collaboration with industry and commerce in their areas. Such colleges may, of course, award appropriate certificates and diplomas of their own, and the Council for National Academic Awards also has powers under its charter to award postgraduate certificates and diplomas, though they have not so far been used. It is recommended that the Education Departments in consultation with the Ministry of Labour should invite a number of colleges to prepare proposals, based on appropriate sections of Annex 2 of this report, for a college/industry training officer course leading to a suitable postgraduate certificate or diploma. The Committee hopes that the colleges will prepare these proposals in close consultation with the Training Boards and industry in general.

VIII. APPROVAL OF COURSES

62. External courses should form an integral part of a comprehensive training and development plan in which the needs of the company and of the training officer have been assessed following the process of job specification and appraisal of the performance of the individual. It follows that it is for the company to decide which external courses should be used to satisfy its own needs, though this does not imply that Training Boards should give blanket approval for all external courses. They will wish to retain the right to satisfy themselves that a particular course is relevant

to the needs of the company and the individual. Many companies may feel the need of advice about the availability and purpose of appropriate external courses and they should be encouraged to consult their Training Boards or other appropriate sources of information such as the Management Education Information Unit of the British Institute of Management, the British Association for Commercial and Industrial Education, etc.

63. Training Boards might consider that some general advice should be given to companies in the selection of courses. The most important criteria which should be suggested are :—

- (a) The aims of the course and its content should be clearly stated.
- (b) The background, experience and qualifications of the students for whom the course is designed should be specified.
- (c) Detailed programmes, with session synopses. An indication of teaching methods to be used and details of supervised practical exercises and projects should be provided.
- (d) The means by which the effectiveness of the course are to be assessed should be stated.
- (e) The teaching staff must be adequately qualified and have appropriate experience to carry out the stated aims and must be supported by suitable technical and clerical staff.
- (f) The organisation offering the course should possess the necessary physical facilities and administrative capacity for the successful running of the course.

IX. SUMMARY OF MAIN CONCLUSIONS AND RECOMMENDATIONS

The Training Function and the work of Training Officers

64. The training officer's main responsibilities are the identification of training needs, the formulation and implementation of training policy and the assessment of its effectiveness (*paras. 4-18*). At the policy forming stage he acts, as it were, as a consultant to his own management and board; subsequently he has to translate policy into action (*para. 10*).

65. However training is organised within the company, ultimate responsibility for training rests with general management. The training officer must have the closest co-operation of his managerial colleagues (*paras. 19-22*).

66. The organisation of the training function and the titles of the staff to whom it is allocated will vary according to the size of the company concerned (*paras. 23-26*). Other categories of training staff are employed at industry level (*para. 27*), by Training Boards (*para. 28*) and by consultants and educational establishments (*para. 29*).

Sources of Recruitment

67. The Training Boards should not only encourage companies to make appointments but also train their own specialist staffs, some of whom may later move to join a company (*para. 30*). Potential training officers will be found from within the training organisation, from line management and supervision, from personnel management and work study and from other departments.

68. For some, work in training could be a life-long career ; for others, particularly young graduates, the work could be part of their planned experience under management development schemes (*para. 31*).

69. Training must take its fair share of graduates and others with equivalent qualifications (*para. 32*). Other sources include related professions and former members of the armed services (*para. 33*).

Selection of Training Officers

70. The characteristics required of a training officer are those to be found in effective managers ; in particular he needs a lively and creative mind receptive to new ideas, a faculty for clear expression in speech and writing and the ability to motivate colleagues at all levels to co-operate in training (*para. 34 and Annex 4*). Job and personnel specifications should be used as the basis for selection (*para. 35*). A bad appointment wastes time and is often expensive ; where expertise in selection is not available within the company help should be sought from outside organisations (*para. 37*).

Recommendations on Training to be Provided

71. (1) A comparison of the job specification and the new entrant's qualifications and experience will indicate the training and further experience he requires (*para. 39*).

(2) New entrants may require induction not only into the activities of the company but also into general aspects of management (*para. 41*).

(3) In-company training is essential because many of the skills a training officer needs can only be developed through practical experience (*para. 42*).

(4) Where the necessary specialist experience is not available within the company to guide the in-company training of a newly-appointed training officer, the help of Training Boards should be sought in planning a suitable programme (*para. 42*).

(5) In-company training projects should relate to real problems which the company wishes to see solved (*para. 43*).

(6) New skills and techniques should be practised soon after they have been learnt; trainees must receive good preliminary briefings for all their work and should be closely supervised (*para. 44*).

(7) It is hoped that one or two universities or colleges will consider mounting first degree courses in industrial training, in a sandwich form (*para. 48 and Annex 2*).

(8) An introductory course followed by suitable in-company training, guided practical experience and specialised courses will continue to provide a suitable training programme for those coming into training after experience of industry in other functions, and also for mature entrants to industry, e.g. from the Services, who intend to make a career in training. It will also be a suitable form of preparation for those with previous experience of industry who are to undertake the training function for a limited period only (*para. 49*).

(9) It is hoped that Training Boards will encourage support of longer introductory courses, so enabling certain aspects of the syllabus to be studied in greater depth (*para. 51*).

(10) Colleges running introductory courses should be more selective in their choice of students (*para. 52*).

(11) There is urgent need for the provision of intellectually challenging postgraduate courses to stimulate good graduates to think of industrial training as a career (*para. 53*). A small number of universities and colleges should run postgraduate courses of at least a year's duration normally leading to a higher degree. The courses should study in depth various aspects of the training function and should establish good industrial liaisons for project work. Such courses would be particularly suitable for young graduates who had just entered employment in industry or with the Training Boards, and might also be taken immediately following a first degree course (*paras. 54, 60 and Annex 2*).

(12) Shorter postgraduate courses should be offered by universities and colleges for those who hold degrees or equivalent qualifications or those with other appropriate attributes who have already had practical experience of industry before being selected for work in the training field. The optimum length of such courses would be a matter for experiment ; it might be about six months, with half the time being spent on project work in industry (*para. 55 and Annex 2*). Such shorter postgraduate courses should lead to a formal qualification, if possible a postgraduate certificate or diploma (*para. 61*).

(13) The Education Departments in consultation with the Ministry of Labour should invite a number of leading technical colleges to prepare college/industry proposals for short postgraduate courses leading to a suitable postgraduate certificate or diploma. The Training Boards and industry in general should be closely associated with such proposals (*para. 61*).

(14) There is an urgent need for the development of specialised courses covering specific aspects of the training function in depth. Colleges and Training Boards should co-operate in assessing the needs, planning provision and encouraging attendance (*para. 56*).

(15) Training Boards, colleges and other organisations should provide appreciation courses for senior managers (*para. 57*).

Approval of Courses

72. It is for the company to decide which external courses should be used, but Training Boards will wish to satisfy themselves that selected courses are relevant to the needs of the company and the individual. Firms should be encouraged to consult their Training Boards and other appropriate sources of information. Boards might issue advice to firms on the most important criteria to be considered in the selection of courses (*paras. 62 and 63*).

Courses based upon the recommendations of the Committee's First Report: Training of Training Officers—Introductory Courses

(The information given below is the known position at the time of publication ; some colleges may no longer run courses, others may now do so.)

The following colleges run courses modelled on the Committee's first report. These courses generally have in-college periods of 2 + 2 weeks ; four colleges, as annotated, have longer in-college periods. All courses have an intervening project period in industry of two or more weeks with the exception of the full-time eight week course at the University of Bath.

Birkenhead Technical College.
 Blackburn College of Technology and Design.
 Brighton College of Technology.
 College for the Distributive Trades, London, W.C.2.
 Glamorgan College of Technology.
 Hendon College of Technology.
 Huddersfield College of Education (Technical) [in-college periods: 3 + 3 weeks].
 Ipswich Civic College.
 John Dalton College of Technology, Manchester.
 Kingston-upon-Hull College of Commerce.
 Kingston-on-Thames College of Technology.
 Leeds College of Commerce.
 Leicester Regional College of Technology.
 Liverpool College of Commerce.
 Luton College of Technology.
 Napier College of Science and Technology, Edinburgh.
 North Staffordshire College of Technology, Stoke-on-Trent.
 North Western Polytechnic, London, N.W.1.
 Nottingham Regional College of Technology.
 Polytechnic, Regent Street, London, W.1.
 Portsmouth College of Technology [in-college periods: four two-week stages].
 Sheffield College of Technology.
 Slough College.
 South Birmingham Technical College.
 Sunderland Technical College.
 University of Bath [in-college periods: 3 + 3 weeks, 4 + 2 weeks, and 8 weeks (no project)].
 University of Strathclyde, Glasgow.
 Wigan and District Mining and Technical College.
 Wolverhampton College of Technology [in-college periods: 3 + 2 weeks].
 Woolwich Polytechnic.

Coverage of Postgraduate Courses

The possible scope of postgraduate courses is given under three sections as follows:—

Section A—Background Subjects

The relevant disciplines, showing areas of overlap.

Section B—Training Knowledge

Areas which have developed independently of the relevant disciplines.

Section C—"Key" Skill Areas

Skills which will determine the effectiveness of the training officer as practitioner.

A. Background Subjects

Industrial Administration (including business studies, industrial sociology and economics)

- Legislative and administrative background of training, with special reference to the Industrial Training Act.
- The aims and purposes of an organisation, including basic economic principles and economic structure.
- Functions of business, processes and techniques of management, with special reference to the organisational structure of training.
- Communications, organisational and social relationships.
- Industrial relations; history and development of trade unions and employers' associations, consultation, negotiation, conciliation.
- Manpower policy, forecasting and planning.

Occupational Psychology

- Effective use of manpower:
fitting the job to the man (job analysis, design and layout of work and equipment, control of physical factors affecting performance, control of organisational and social factors); fitting the man to the job (by vocational guidance, selection, training, job-counselling, and retraining as required).
- Motivation and incentives, individual differences, competition and co-operation in working groups, the structure of abilities, learning theory.

Education

- The relationship of education to training.
- The educational system, both state and private, and its examinations.
- Relationship between further education and professional and other examining bodies.

B. Training Knowledge

Analysis of Training Needs

- Measures of efficiency of individuals and groups.
- Principles of job analysis.
- Principles of method study.
- Principles of task or skills analysis.
- Identification of level and type of job performance required.
- Quality standards and training targets.
- Recruitment and selection methods.

Formulation of Training Policy

- Preparation of recommendations for all levels.
- On- and off-the-job training.
- Integrating further education and training (day, block and sandwich release).
- Syllabus design and programme-building.

Implementation of Training Policy

- Design and layout of training centres, workshops and "stations".
- Instructor selection and training; assessment of instructing performance.
- Instructing techniques and aids.
- Design and use of training records.
- Trainee guidance and counselling.

Assessment of Training Effectiveness

- Methods of observation, measurement and recording; use of information from both fact and opinion.
- Application of scientific method, use of statistics.
- Techniques of validation and evaluation; cost-analysis procedures; measurement of effectiveness against cost.
- Appraisal of development potential.

C. "Key" Skill Areas

Analytical Skills

- Questioning technique as applied to fact-collection in establishment of training need, interviewing for selection, instructing.
- Sifting and classifying information.
- Use of statistical and accounting techniques.
- Problem-solving and decision making.

Creative Skills

- Planning, forecasting, and initiating.

Communication Skills

- Oral communication, both speaking and listening, in individual and group situations. Guidance and coaching of trainees and instructors.
- Written communication, in preparation of recommendations and reports.
- Use of written material—rapid reading, identification and use of sources of information.

Social Skills

- Dealing with various levels of people inside and outside the organisation; reception, chairmanship, discussion leading, interviewing; development of insight into attitudes; techniques of persuasion. Appraising and counselling.

Instructing Skills

- These are a blend of the foregoing, but there is a need to integrate them in the instructing situation, with special reference to different techniques of instruction and the use of training aids. Part of the course should be devoted to the practice and criticism of these skills.

Possible Subjects for Specialised Courses

(Notes: (a) In some cases the courses will be more effective if orientated to specific industries.

(b) In some instances the subjects listed would merit courses in their own right; in others, two or more subjects might make a viable course, e.g. recruitment and selection, and interviewing techniques).

1. Aspects of the General Training Function

Recruitment and Selection
 Interviewing Techniques
 Standards of Performance, Training Targets
 Continuous and Terminal Assessment Systems
 Testing and Certification
 Training Records
 Techniques of Instruction
 Techniques in Adult Retraining
 Programmed Instruction
 Validation of Training
 Evaluating and Costing Training
 Training Administration
 Research Methods

2. Broad Occupations and Activities

Induction
 Craftsmen/Apprentices
 Process Operators
 Skills Analysis for Manual Operators
 Clerical Staff
 Technicians
 Supervisors
 Technologists and Professional Staff
 Marketing, Sales, Merchandising and Retailing
 Management (Training and Development)
 Inspection and Vigilance Skills
 Accident Prevention
 Fault Diagnosis

The Seven Point Plan

A Basis for the Selection of the Training Officer

(1) Physical characteristics

- Essential ... good health record ; no significant disabilities (e.g. in voice, hearing, eyesight).
Desirable ... good bearing and general appearance.

(2) Attainments

- Essential ... educational and/or professional qualifications not normally lower than HNC standard ; evidence of occupational success in any previous employment.
Desirable ... graduate level: qualifications in a general area related to training (e.g. business or management studies, social sciences) or in an area of the company's function (e.g. engineering, production, finance) are of especial value. Experience in work study, operational research, instructing, training or education.

(3) Intelligence and intellectual ability

- Essential ... above the average.
Desirable ... well above the average.

(Note: Intelligence in the sense of general intellectual ability may often be inferred from educational/professional attainments, but objective tests provide a check on whether the best use has been made of innate general ability. General ability tests are available from the National Institute of Industrial Psychology or the National Foundation for Educational Research. Training is required in the administration and interpretation of these tests).

(4) Special aptitudes

- Essential ... ability to listen ; fluency, written and oral ; creative originality and imagination ; mental flexibility ; analytical ability.
Desirable ... particular posts may call for special aptitudes, (e.g. mechanical, manual, ability to draw).

(5) Interests

(Note: The Seven Point Plan groups these into Social, Intellectual, Physically-active, and Practical—Constructional ; but it is not unreasonable to highlight interest in training itself under this heading.)

- Essential ... keen interest in training and in people as individuals and in groups.
Desirable ... physically active interests according to the needs of particular posts.

(6) *Disposition*

- Essential ... enthusiasm ; willingness to learn ; self reliance ;
powers of innovation ; stable temperament, patient,
not easily discouraged ; acceptability to others.
Desirable ... good humour ; tolerance.

(7) *Circumstances*

Essential or desirable (according to needs of the post)— mobility ;
ability to work long or unusual hours if required.

**TRAINING OF
TRAINING OFFICERS**

A Pattern for the Future

A Report by the
Central Training Council's Committee on the
Training of Training Officers

LONDON
HER MAJESTY'S STATIONERY OFFICE
1967

The Central Training Council has endorsed the Report made by its Committee on the Training of Training Officers.

The Council proposes to Industrial Training Boards that they should take the recommendations contained in the Report into account when framing their own recommendations under Section 2 (1) (c) of the Industrial Training Act, 1964.

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Central Training Council

Committee on the Training of Training Officers, September 1967

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